



**St George's School**  
**ART Department**  
**Year 7 Curriculum Map**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>THE BIG IDEAS &amp; KNOWLEDGE</b> <i>Overview of topics or key questions</i>	Developing and understanding observation drawing. First hand drawing and exploration and understanding of tone.  Introduction of the Formal elements.	Mark making and Artist study.	Understanding colour. Colour wheel. Artist study such as; Georgia O Keefe. <b>BUILDING</b> on elementary contextual research skills developed in the Artist study.	Putting colour into practice. For example: Tropical fish. <b>BUILDING</b> on drawing skills and combining this with colour. <b>BUILDING</b> on mark making with an artist study such as; Scarpase. Sculpture. Clay or batik.	Cultural contextual study. <b>BUILDING</b> on previous understanding of colour and drawing but developing understanding of pattern and culture.	Development of cultural study. Therefore <b>BUILDING</b> on prior knowledge of cultural art.
<b>SKILLS &amp; STRATEGIES</b> <i>Procedural knowledge, literacy and numeracy skills</i>	Tonal blending. Delicate line work. Observation accuracy. Understanding tone.	Exploration of mark making. For example: Utilising pens, washes, ink sticks.	Understanding colour theory. Primary, secondary, tertiary. Colour pencil blending.	Developing 3D / Batik skills and manipulation of clay / batik equipment.	Cultural awareness. <b>BUILDING</b> on previous contextual research skills. Understanding symbolism and narrative art works.	Developing skills within decorative art. <b>BUILDING</b> on previous painting skills.
<b>FEEDBACK</b> <i>Noteworthy tasks and assessments</i>	Sketch book spread on observation, line and tone. NATURAL FORM DRAWINGS!	Sketch book spread: Contextual research on an artist such as; Van Gogh.	Sketch book spread: Colour theory. Sculpture /batik	Aquatic sculpture / batik. Sketch book spread.	Sketch book spread Map paintings / drawings referencing journeys.	Art work based on cultural investigation.
All sketch book spreads are assessed utilising the Department target stamp. The visual nature of successive spreads informs and articulates progress.						
<b>BREADTH</b> <i>Opportunities, trips, wider reading, cultural capital</i>	Internet investigation and research of line and tone as well as pencil gradings.	Internet research of Artist.	Research of colour theory.	Contextual research: Scarpase. <b>BUILDING</b> on skills developed in the artist study.	Researching an entire cultural landscape. Therefore <b>BUILDING</b> on previous more contained studies.	Researching other cultures.
<b>KEY VOCABULARY</b> <i>Important words and phrases</i>	Line, Tone, Variation, Contrast, Richness, Delicacy	Utilising writing frames and vocabulary sheets.	Primary, Tertiary, Secondary, Vibrancy	Expressive, Dynamic, Form, Shape, Contours	Narrative art, Symbolism Expressionism, Decorative art, Naive art	